

St Elizabeth's Catholic Primary School Accessibility Audit Checklist

Questions are primarily based on the Social Model of Disability.

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| School: | St Elizabeth's Catholic Primary | Date undertaken: | 11/04/24 |
| Undertaken by: | Michael Doyle Headteacher, Mat Clark H&S Advisor | | |

Section 1 – Premises & Layout

1=Yes, 2=Almost/working towards, 3= No/not yet started

| Question | 1 | 2 | 3 | Notes |
|---|---|---|---|--|
| Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils? | ✓ | | | Yes with the exception of the upper floor |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | ✓ | | | No PEEPs are currently required. Alarms have both visual and auditory components. |
| Are non-visual guides used to assist people to use buildings? | | ✓ | | Yes, audible fire alarm, with flashing lights to assist those with impaired hearing. |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed? | | ✓ | | No parking on site. Access around the site is good, other than a slight slope up from the front gate to reception. Front gate requires automation to improve access for pushchairs and those with mobility issues. |

| Question | 1 | 2 | 3 | Notes |
|--|---|---|---|---|
| Could any of the décor be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | | ✓ | | Whiteboard walls are generally free from other display materials to reduce risk of students being confused or upset |
| Could any signage be considered confusing or inadequate? | | ✓ | | Signage for finding the school office/reception area may require improvement. |
| Are areas to which pupils have regular access well lit? | ✓ | | | All areas are well-lit or have adequate natural lighting. There is new external lighting in the newly built part of the school and around the building. |
| Does the layout or untidiness of storage areas or cloakrooms prevent disabled pupils from accessing aids and equipment? | | ✓ | | No staff are at increased risk, but coats may cause issues for people moving around the school |
| Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? E.g. considering a room's layout and acoustics, noisy equipment and presentation of material. | ✓ | | | Seating arrangements are considered. Resources are adapted, as are assemblies and school trips to be accessible to all |
| Is furniture and equipment selected, adjusted and located appropriately? | ✓ | | | New desks are being provided which will better meet the needs of all pupils. |
| Are quiet/calming rooms available to pupils who need this facility? | ✓ | | | Learning mentor's room is available for pupils. |
| Does the school have a wheelchair accessible toilet? | ✓ | | | 1 on the ground floor by the school office |

Section 2 – General Access

1=Yes, 2=Almost/working towards, 3= No/not yet started

| Question | 1 | 2 | 3 | Notes |
|--|---|---|---|--|
| Can pupils, staff and visitors who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | | ✓ | | There are no showers. No access to upper floors for wheelchair users. Year groups would be moved to the ground floor to accommodate. |
| Do all corridors have an unobstructed width of at least 1.2m? | | ✓ | | Yes, apart from year 5 upstairs due to IT trolleys. |
| Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass? | ✓ | | | |
| Is each corridor, etc., free from obstruction to wheelchair users and from hazards to people with impaired vision? | ✓ | | | |
| Is it possible for a person with mobility impairment or using a wheelchair to get through the main entrance door unaided? | | | ✓ | Door is manual and needs to be automated |
| Are there other alternative entrances suitable for unaided wheelchair/mobility impaired access? | | ✓ | | Alternative access is available through the rear door but this is not automated |

Section 3 – Teaching, Learning & Curriculum

“Staff are well trained in identifying and supporting pupils with SEND. They work very closely with these pupils and provide appropriate support. Teaching is often adapted to the individual pupil’s needs. This ensures that pupils with SEND access their learning and can achieve well.” Ofsted 2024.

1=Yes, 2=Almost/working towards, 3= No/not yet started

| Question | 1 | 2 | 3 | Notes |
|---|---|---|---|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | ✓ | | | Ongoing CPD cycle. |
| Do staff, governors and pupils receive training and education in disability equality issues? | | ✓ | | Speech & language training. Pupils undertake project work to design posters to raise awareness of disability issues |
| Do staff seek to remove barriers to learning & participation wherever possible? | ✓ | | | Yes, through use of appropriate and supportive IT resources |
| Are your classrooms optimally organised for disabled pupils? | | ✓ | | Room layouts redesigned to meet pupil needs, such as seating plan |
| Do staff recognise, understand and undertake the additional planning necessary for pupils with disabilities to be fully included in the curriculum? | ✓ | | | Additional teaching resources and curricula are used to support pupils. |
| Is teaching appropriately differentiated to meet individual needs so that children make good progress? | ✓ | | | Adaptations, scaffolding, progress measured in small steps, intervention groups |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | ✓ | | | Mixture throughout lessons across the curriculum |
| Are all pupils encouraged to take part in music, drama and physical activities? | ✓ | | | Children with additional needs are encouraged to attend trips and residential |

| Question | 1 | 2 | 3 | Notes |
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| Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology? | ✓ | | | TT Rockstar, CPD for staff on modelling, visualising, and physical tools available. |
| Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | ✓ | | | Recognising social communication impact, understanding & knowing the children. |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example, some forms of exercise in physical education? | ✓ | | | Residential adapted to be fully inclusive, and different types of balls & equipment are available for PE lessons |
| Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | ✓ | | | Pre-teach used when possible, also adapted resources, and pupils allowed to use laptops/l pads and have additional time to complete tasks as required |
| Do you provide access to computer technology appropriate for students with disabilities? | ✓ | | | Bespoke equipment and software is in use for pupils with additional needs. |
| Are school trips, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | ✓ | | | Residential are adapted where needed through strategic planning, working with site management, consideration of staff: pupil ratios. |
| Are there high expectations of all pupils? | ✓ | | | Recognized by Ofsted March 2024: : <i>“The school’s provision for pupils’ personal development is exceptional. The way in which the school develops pupils’ character is exemplary. Pupils leave the school at the end of Year 6 as responsible, respectful and active citizens.”</i> |
| Are extracurricular activities made accessible to all pupils | ✓ | | | Through monitoring of uptake by SEND/PP/EAL pupils. Pp pupils are prioritised, and a range of activities |

| Question | 1 | 2 | 3 | Notes |
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| | | | | provided for different needs such as dance, gymnastics. Also careful choice of providers who have SEND experience and can offer choices in pupil activities. |

Section 4 – Information & Communication and Governance

1=Yes, 2=Almost/working towards, 3= No/not yet started

| Question | 1 | 2 | 3 | Notes |
|---|---|---|---|--|
| Do you provide information in large print, simple language or symbols, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | ✓ | | | Yes, for e.g., tests and SATS |
| Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams? | ✓ | | | Modelling and different approaches to using information |
| Do you have the facilities to produce written information in a variety of font sizes? | ✓ | | | Pupil resources & communications all in Sassoon Primary/dyslexia friendly fonts. |
| Do you make use of RNIB guidelines on producing written information in accessible formats? | | | ✓ | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | ✓ | | | CPD programme |
| Are the leadership teams and local governing bodies aware of their duties and responsibilities under the Equality Act | ✓ | | | Aware of duties, CPD, ensuring trips are open to all. Catholic school ethos. MAC training events. |
| Do school general plans take account of the duty to make reasonable adjustments? | ✓ | | | Ofsted March 2024: <i>“Pupils feel safe. Pupils respect one another and develop confidence and resilience. Well-</i> |

| | | | | |
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| | | | | <i>established routines ensure that learning is maximised and pupils are safe in all areas of the school."</i> |
| Does the school have an adequate internal complaints procedure? | ✓ | | | Yes, for both internal and external issues, including a staff liaison group. |

Accessibility Action Plan for St Elizabeth's Catholic Primary School April 2024

| Section | Actions | By whom | Start | Finish | Evidence of achievement/progress |
|---------|--|---------|---------|---------|----------------------------------|
| 1/2 | Automation of pedestrian gate and main entrance door | MD | tbc | tbc | |
| 2/4 | Clearer external signage | MD | Ongoing | Ongoing | |
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Teachers then adapt teaching to meet pupils' needs.

Staff are well trained in identifying and supporting pupils with SEND. They work very closely with these pupils and provide appropriate support. Teaching is often adapted to the individual pupil's needs. This ensures that pupils with SEND access their learning and can achieve well.

The school's provision for pupils' personal development is exceptional. The way in which the school develops pupils' character is exemplary. Pupils leave the school at the end of Year 6 as responsible, respectful and active citizens.